

Progression of skills in Art

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Painting	Colour mixing	<p>Responsible consumption</p> <ol style="list-style-type: none"> To be able to use media correctly, uses school's system. To be able to be able to mix a widening range of secondary colours, moving towards predicting resulting colours. To be able to work in different consistencies. To be able to darken and lighten without using black and white. To be experienced at colour matching, replicating patterns and textures around them. To start to explore the relationship between colour and moods/feelings. To be experienced at colour matching, replicating patterns and textures around them. To be developing a supportive sketchbook technique. To be experienced in painting shapes and infilling. To be able to use a brush to create a wide range of marks that are starting to be used in their work. To be able to use language appropriate to tasks and media. 	<p>Decent work and economic growth</p> <ol style="list-style-type: none"> To be able to organise own working area and clear away. To be able to use the media and equipment correctly and with increasing confidence. To be able to mix and match colours where appropriate. To be able to predict colour mixing with increasing accuracy. To be able to lighten and darken colours without the use of black or white. To be able to make own black. To be able to use sketch book to store colour mixing, brush marks etc. To be experienced in the colour wheel to secondary colours. To be able to use a brush to produce marks appropriate to work. 	<p>Industry and infrastructure</p> <ol style="list-style-type: none"> To be able to organise their working area, including setting out and clearing away. To be able to mix and match colour accurately. To use sketchbook to plan, try out ideas and plan colours, etc. To be experienced in hues and tints. To be experienced in watercolour painting. To be confident in working from direct observation or imagination. To be able to use appropriate language to skills and techniques. To be able to work on the same end piece over extended period of time. To be able to work with confidence with tools and media. Experience making a 2 colour print. To be able to modify. <p>Responsible consumption</p> <ol style="list-style-type: none"> To be able to organise their working area, including setting out and clearing away. To be able to mix and match colour accurately. To use sketchbook to plan, try out ideas and plan colours, etc. To be experienced in harmonising and complementary colours. To be experienced in hard edge painting. To be able to replicate patterns, colours and textures in their work. To be able to use appropriate language to skills and techniques. To be able to work on the same end piece over extended period of time. <p>To be able to discuss the work of others e.g. Grant Wood.</p>	<p>Clean water and sanitation</p> <ol style="list-style-type: none"> To be able to work in an organised way. To be able to choose colours to represent their aim. 	<p>Industry and infrastructure</p> <ol style="list-style-type: none"> To be able to process, adapt and change ideas for endpieces. Start to develop their own style using explorations and experimentations from sketchbook. Involve tonal contrast to show depth. To be involving mixed media where applicable. To be able to develop one key element such as tone in their work. To be able to overlay 4 colours in print. To be able to use tools safely. To be able to create a relief print in lino. 	<p>Clean water and sanitation</p> <ol style="list-style-type: none"> To be able to depict moods and atmospheres with colour. To be able to work in a wide range of scales. To be able to use simple perspective in their compositions. To be able to use their sketch books to support all that they do. To experiment with a range of ideas, methods and media.

Create 2D and 3D art represent an object.

Quality education

1. To be able to control a pencil.
2. To be able to produce a widening range of patterns and textures with a single pencil.
3. To be able to develop a range of tones using a single pencil.
4. To be able to produce a range of textures that replicate those in the real world.
5. To be able to work from direct observation and imagination.
6. To be able to use a sketchbook and has an increasing knowledge of media potential.
7. To be able to solidify/infill shapes using colour pencils, pastels etc.

Life on Land

1. To be able to control a pencil with increasing confidence.
2. To be able to produce a wide range of patterns and textures and starting to introduce linear tones.
3. Using more patterns in own work, developing a repertoire in sketchbook.
4. Confident in working from observation and imagination.
5. Using sketchbook to record explorations with different media.

Reduced inequalities

1. To be able to control a pencil with increasing confidence.
2. To be able to produce a wide range of patterns and textures and starting to introduce linear tones.
3. Using more patterns in own work, developing a repertoire in sketchbook.
4. Confident in working from observation and imagination.
5. Using sketchbook to record explorations with different media.
6. To be experienced in a wide range of drawing media.
7. To be able to infill shapes with colour pencils and produce a range of tones with each.

Quality education

1. To be able to organise their working area, including setting out and clearing away.
2. To be able to mix and match colour accurately.
3. To use sketchbook to plan, try out ideas and plan colours, etc.
4. To be experienced in harmonising and complementary colours.
5. To be experienced in hard edge painting.
6. To be able to replicate patterns, colours and textures in their work.
7. To be able to use appropriate language to skills and techniques.
8. To be able to work on the same end piece over extended period of time.
9. To be able to discuss the work of others Mondrian, Kandinsky, Klimt.

Life on Land

1. To be able to make intricate marks with attention to tone.
2. To be able to make informed choices about the media offered.
3. To be able to work in an organised way.
4. To be able use their sketch book to support work in progress.
5. To be able to create foreground and background to their work.
6. To be able to make subtle changes to paint to create shadows.
7. To be able to mix at least 15 different shades of green using only primary colours.
8. To be able to mix a wide range of colours using coloured pencils.

Quality education

1. To be able to plan and research ideas in sketchbook.
2. To be able to process, adaphth and change ideas for endpieces.
3. To be able to select appropriate materials.
4. To be involving mixed media where applicable.
5. To experiment with different materials to be able to represent ideas.
6. To be able to cut in detail a variety of materials.

Peace Justice and strong institution

1. To be using information in sketchbook to develop work.
2. To be able to work in mixed media where applicable.
3. To be able to work on a wide range of surfaces in different ways.
4. To be able to use coloured pencils in a subtle and controlled way.
5. Develop own style of drawing.
6. Use perspective in compositions.
7. Use appropriate language for skills and techniques.

Reduced inequalities

1. To be using information in sketchbook to develop work.
2. To be able to work in mixed media where applicable.
3. To be able to work on a wide range of surfaces in different ways.
4. To be able to use coloured pencils in a subtle and controlled way.
5. Develop own style of drawing.
6. To be using proportios in portrait and group studies.
7. Work across a range of drawing media in their work.
8. Use perspective in compositions.
9. Use appropriate language for skills and techniques.

Decent work and economic growth

1. To be using information in sketchbook to develop work.
2. To be able to work in mixed media where applicable.
3. To be able to work on a wide range of surfaces in different ways.
4. To be able to use coloured pencils in a subtle and controlled way.
5. Develop own style of drawing.
6. To be using proportios in portrait and group studies.
7. Work across a range of drawing media in their work.
8. Use perspective in compositions.
9. Use appropriate language for skills and techniques.

Shadow puppets - cutting

Life below water

1. To experience a fabric decoration process.
2. To be able to create patterns and pictures by printing from objects using more than one colour.
3. Able to develop impressed images with some detail.
4. Experience of relief printing: string on card etc.
5. To be able to use equipment and media correctly.
6. To be able to produce a clean printed image.
7. To be able use appropriate language to describe tools, media and processes.
8. To be able to talk about own work and that of other artists: book about the journey, Warhol, Hokusai.
9. Starting to identify where you can see different forms of printing in books, posters, picture, fabric.

Sustainable cities

1. To be able to use equipment in a safe way.
2. To be able to shape and form from direct observation.
3. To be able to join with confidence.
4. To be able to experience a widened range of decorative techniques.

Zero Hunger

1. To be experienced in weaving: twig, card, paper and has knowledge of the process/technique.
2. To be able to collect and organise different types and textures of fabric/material for a collage.
3. To be able to use language to describe equipment materials, textures etc.
4. To be able to discuss own work and that of others artists: Kaffe Fassett.
5. To be able to be able to identify different forms textiles take: clothes, furnishing, decoration etc.

Peace Justice and strong institution

1. To be able to control a pencil with increasing confidence.
2. To be able to use media with increasing confidence.
3. To be able to shape form model and construct from observation and/or imagination.
4. To be able to produce a wide range of patterns and textures.
5. To be experienced in relief and free standing sculpture.
6. Confident in working from observation and imagination.
7. Using sketchbook to record explorations with different media.
8. To be experienced in the safe use of equipment and media and use with increasing confidence.
9. To be able to plan and create repeating patterns.
10. To be able to print 2 colour overlays.
11. To be experienced in relief and impressed printing process.

No Poverty

1. To be able to use equipment and media with increasing confidence.
2. To be able to shape, form, model and construct from observation or imagination.
3. To be experienced in carving.
4. To be able to work safely, is able to organise work area and can clear away.
5. To be experienced in producing surface patterns and textures and uses them appropriate.

Life below water

1. To be able to organise their working area, including setting out and clearing away.
2. To use sketchbook to plan, try out ideas and plan colours, etc.
3. To be confident in working from direct observation or imagination.
4. To be able to use appropriate language to skills and techniques.
5. To be able to work on the same end piece over extended period of time.
6. To be able to prepare media e.g slab of clay.
7. To be able to shape form and model and join with confidence to be able to produce intricate patterns and textures.
8. To be able to produce larger ware using slab techniques.
9. To take account of the properties of the media being used.

Zero Hunger

1. To be able use their sketchbook to organise, experiment, plan and select ideas.
2. To be able to select appropriate and organise materials for collage.
3. To be able develop a tactile collage using different types of media.
4. To be able to cut with some accuracy material for collage.
5. To be able to describe why they have chosen particular materials and textures.
6. To be able to select colours and textures for impact.

Peace Justice and strong institution

1. To be experienced in overlaying 3 colours.
2. To be able to plan a print.
3. To be more aware of impressed and/or applied detail in printmaking.
4. To be experienced in printing on fabric.
5. To be able to work in a safe an organised way.
6. To be able to discuss their work and that of others.

No Poverty

1. To be able to work in a safe and organised way, caring for media used.
2. To be able to prepare media- wedge clay.
3. To be able join, decorate, coil, pinch etc. were necessary.
4. To be able to decorate using slips or glazes.

Life below water

1. To be able to plan adapt and change as necessary.
2. To be able to experiment with mixed media sculptures.
3. To be aware of shape, form and space in the world around them.
4. To be able to work on different scales of work over different time scales.
5. To be able to discuss and evaluate the work of artists who work in tissue paper and card to create sculptures.

Sustainable cities

1. To be able to plan adapt and change as necessary.
2. To be able to experiment with mixed media sculptures.
3. To be aware of shape, form and space in the world around them.
4. To be able to work on different scales of work over different time scales.
5. To be able to discuss and evaluate the work of artists who work in tissue paper, paper and card to create sculptures.

Zero Hunger

1. To be able to plan, adapt and change as necessary.
2. To develop an understanding of different ways of how to finish work: glaze.
3. To be aware of shape, form and space in the world around them.
4. To be experienced in combining pinch, slab and coil techniques.

Responsible consumption

1. To be able plan, research and develop ideas in sketchbook.
2. To be aware of different materials and their construction natural/manmade.
3. To be experienced in combining techniques to produce end pieces, tie-dye, embroidery.
4. To be able to produce either two colour batik or tie dye.
5. To be able to discuss and evaluate their own work and that of others: Nigerian tie dye, java batiks.

Life on Land

1. To be using information in sketchbook to develop work.
2. To be able to work in mixed media where applicable.
3. To be able to work on a wide range of surfaces in different ways.
4. To be able to use coloured pencils in a subtle and controlled way.
5. To be able to depict patterns and textures that they see around them with ease.
6. To be able to work on different scales.
7. To be able to shape form and construct.
8. To be experienced in relief and free standing work.
9. To be able to solve problems as they occur.

No Poverty

1. To be able to use information collected in sketchbooks.
2. To be able to model and develop work through combinations of pinch and mold.
3. To be able to work around armatures or over constructed foundations.
4. To be able to work directly into a media after planning and research.
5. To be able to work realistically and in the abstract sense.
6. To be able to discuss and evaluate own work and that of others: Henry Moore, Giacometti.
7. To be able to recognise sculptural forms in the environment, e.g. furniture, buildings and to express opinions about these.

		<p>Responsible consumption To be experienced in simple soap carving.</p>					
Sewing		<p>Industry and infrastructure</p> <ol style="list-style-type: none"> To be able to use equipment in a correct and safe way. To be experienced in constructing from recycled materials. To be able to use more than one type of stitch. To be able to thread a needle. To be able to choose colours. 	<p>Clean water and sanitation</p> <ol style="list-style-type: none"> To be able to sew a range of simple stitches. To be able to develop ideas in their sketchbook, if appropriate from direct observation. Experience a range of different threads, string and material. To be able to use language appropriate to the skill. To be experienced in Assemblage including collage. To be able to discuss their own work and that of others. 	-	<p>Decent work and economic growth</p> <ol style="list-style-type: none"> To be able to plan a design in their sketchbook and execute it. To be able to draw with a needle using different coloured threads. To be able use a method of sewing to imitate texture. To be able to sew buttons, beads etc. onto work. <ol style="list-style-type: none"> To be able to discuss and evaluate their work and that of others: Indian embroideries. 	-	
Computing				<p>Sustainable cities</p> <ol style="list-style-type: none"> To be experienced in using a software package to achieve their basic design. To be experienced in working in a range of media, including computer art programmes and start to make informed choices. To be experienced in simple perspective. To be able to work safely, to set out and clear away and to secure work. To take account of the properties of the media being used. 		-	

